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# PROCEEDINGS

“Creativity and Innovation in  
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in Asia and Beyond”

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# MOTIVATIONAL TEACHING PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM: PERCEPTIONS OF INDONESIAN UNIVERSITY STUDENTS OF ENGLISH

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## ABSTRACT

*Motivation is always intriguing to study. This is because, the phenomenon of unsuccessful learning outcome is students' learning outcomes. This research aims to find out (1) motivational teaching practices employed by notably because the students' demotivation. In educational practices, motivation is one of vital factors to achieve lecturers at the EFL classroom at the university level in Indonesia, and (2) the types of lecturers' characteristics that can promote students' motivation to learn and take role in the classroom setting. There were 16 students of English department, State University of Makassar, took part in this study. The instrument of the research was open questionnaire consisted of 5 (five) questions. The research results reveal that the lecturer needs (1) to have good teaching method, to explain the material clearly, to maintain good interaction among students, and to have sense of humor, good experience, friendly, decisive but moderate, enthusiastic, and professional; and (2) the lecturer should be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, easy going, and absolutely he or she is not boring.*

**Keywords:** *Motivational teaching practice; EFL; Indonesia*

## INTRODUCTION

In teaching – learning process in English as a Foreign Language (EFL) classroom in Indonesia, there are a wide variety of influencing factors of successful learning outcomes. One of very pivotal factors is students' motivation. Students' motivation has become vital factor that is interesting for researchers or educational practitioners to research around the world. Reid (2007) argued that motivation is a key factor in successful learning.

Nunan and Lamb (1996) revealed that most studies report a high correlation between motivation and achievement, and this correlation is taken as evidence that a highly motivated student will do well in school.

Alrabai (2014) argued that motivation is an important key factor in the acquisition of an L2 and foreign language. Kubanyiova (2006) stated that the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but is also influenced by complex motivational and affective factors. Accordingly, McDonough (1986) said that the most language teachers will strongly agree that the motivation of the student is one of the most important factors which influences their success or failure in learning a language.

Some researchers reported the importance of students' motivation in the classroom in their study. Daskalovska et al., (2012) found in their study that there are a lot of factors which influence the success in language learning, one of the most important factors is learners' motivation to learn the language. Mattarima and Haman (2011) argued that the motivation and learning strategies have a major role in language learning process in which they can influence the outcome of language learning. They therefore stated that motivation and learning strategies are unavoidable students' differences in teaching and learning process. Sugita and Takeuchi (2010) concluded in their study that since the effectiveness of motivational strategies differed according to students' proficiency level, more attention should be paid to the difference in proficiency level when teachers attempt to motivate their students.

Seifert (2004) suggested that students' motivation may be thought as a pattern of behavior and affect. He then added that perceived meaning is important in motivated behavior and the mastery of student is able to find meaning in the work. According to Seifert (2004) if students



do not find work meaningful and tend to make external attributions, then work avoidance may develop. To this point, however, little attention has been paid to meaning in studies of academic motivation. Moskovsky et al., (2013) reported that teachers' motivational behaviors cause enhanced motivation in a second language learner. Moskovsky's result is in keeping with Papi and Abdollahzadeh (2012) assertion that the Iranian secondary schools do not seem to meet these basic conditions, and the motivation which the students demonstrate during their class activities can merely be generated from other motivational sources, including teachers' motivational practice. Yet, it is noteworthy that even within the obvious motivational constraints in this particular learning environment, the teachers' motivational practice was found to go hand in hand with students' motivated behavioral responses. Al Kaboody (2013) also said that teachers have responsibility to nurture learners' motivation and keep it alive throughout the learning process in the classroom.

Nunan and Lamb (1996) pointed out that most studies report a high correlation between motivation and achievement, and this correlation is taken as evidence that a highly motivated student will do well in school. Cook (1991) argued that high motivation is one factor that causes successful learning; however, may cause high motivation. Matrima and Hamdan (2011) stated that motivation is one of the most important factors in language learning and is the key determinant of frequency and type of strategy.

In Indonesian context of motivation in the EFL classroom, there have been some researchers investigated the students' motivation. Those researchers are Burhanuddin (2015), Aritonang (2014), and Kuswandono (2014). Burhanuddin (2015) in his research reported that students of double-degree program are motivated to learn the second language (English) because they want to know the target language community, to know the culture of the target language community. He also found that the students' motivation has emerged in the classroom when the students took part in the classroom of the different faculties or majors. In which they become more motivated when they tried to exchange ideas in the classroom.

Aritonang (2014) in his research concluded that the participation in the blended learning course appeared to increase the level of motivation and confidence of teacher participants to learn and use English as a medium of instruction. External and internal factors contributed to the change in the levels of motivation and confidence.

Kuswandono (2014) in his research entitled "Voices of pre-service English teachers: Reflecting motivations during practicum learning" concluded that this study signifies that the teacher education needs to provide more reflective dialogues to shape pre service teachers' (PSTs) identity and professionalism.

In Indonesian context, the teaching of English seems to be not successful. This claims proved by the national examination which reveals low results. One of influential factors is the students' low motivation.

Therefore, high motivation needs to be paid more attention in the EFL classroom. This is because, motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom teaching in particular (Al Kaboody, 2013).

Dörnyei&Ushioda (2011) argued that what moves of a person to make certain choices, engage in action, to expand effort and persist in action – such basic questions lie at the heart of motivation theory and research.

Brown (1994) said that motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Or, in more technical terms, motivation refers to "the choices people make as to what experiences or goals they will approach to avoid, and the degree of effort they will exert in that respect."

The study of motivation in relation to the language learning is very interesting for the language researcher and teacher. In this study, I would like to focus on modern approach to motivation, attribution theory. Attribution theory attempts to describe motivated behavior in terms of the cause to which the individual attribute, or ascribe, their own and other people's performance: their own ability, effort, intention, or others' ability, effort, or intention, luck, and so on (McDonough, 1986).



Dörnyei&Ottó's definition of L2 motivation in Dörnyei&Ushioda (2011) that in general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, implies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

## METHOD

This study was carried out at English department Faculty of Languages and Literature State University of Makassar Indonesia. There were 16 students of undergraduate degree at English Literature Study program, took part in this study. The participants had a wide range in ages, ranging from 19 – 21 years old. All participants are undertaking 20 credits in the first semester in 2015-2016 academic year. They are from a wide variety of backgrounds in terms of their majors in their secondary schools, ethnic group, native languages, and so on. The participants were selected using purposive random sampling. This is because, this research is under the umbrella of qualitative paradigm. The instrument of the research was open questionnaire consisted of 5 (five) questions.

Instrument used in this study was questionnaire. This open questionnaire consisted of 5 (five) questions. The questions are: (1) In learning English, what types of lecturers can motivate you?, (2) In relation to the topics in the classroom, what kinds of topics do motivate you to learn English?, (give your reasons), (3) What is the lecturer teaching model do motivate you in learning English?, (4) In learning English, what is the classroom management that can motivate you in learning?, and (5) Identify lecturers' characteristics that can motivate you to learn English?. The participants were asked to write down the answers on the answer sheets and they gave response to the questions freely.

## FINDINGS AND DISCUSSION

### *The Types of Motivating Lecturers*

Table 2 shows the students' voice towards the types of motivating lecturers in the classroom setting. Data obtained from the questionnaire reveal that there are a wide variety of students' voice on the types of motivating lecturers. The students' answers on the types of motivating lecturers are: the lecturer should have good teaching method; the lecturer should explain the material clearly and comprehensively; the lecturer should have sense of humor; the lecturer should have good experience; the lecturer should be friendly; the lecturer should be decisive, discipline, enthusiastic, moderate, professional; the lecturer should improve students' active and participation; he or she needs to maintain good interaction among students; he or she motivates students to learn; he or she stimulates students to speak English in the classroom setting; and he or she should provide new insight and knowledge.

Table 1. The Types of Motivating Lecturers

Student #	Description
Student-1	<ul style="list-style-type: none"> <li>• He or she has experience in teaching English as a foreign language (EFL)</li> <li>• He or she can teach professionally.</li> <li>• He or she uses up to date teaching method.</li> <li>• He or she explains material clearly.</li> <li>• He or she is decisive to promote students become autonomous learners.</li> <li>• He or she has sense of humor.</li> <li>• He or she is moderate.</li> </ul>
Student-2	<ul style="list-style-type: none"> <li>• He or she is professional in transferring teaching material to students.</li> <li>• He or she has sense of humor.</li> </ul>
Student-3	<ul style="list-style-type: none"> <li>• He or she can improve students' participation in the classroom.</li> </ul>
Student-4	<ul style="list-style-type: none"> <li>• He or she can teach lots of unfamiliar (new) words.</li> <li>• He or she can teach enthusiastically.</li> </ul>
Student-5	<ul style="list-style-type: none"> <li>• He or she can teach interestingly.</li> </ul>



	<ul style="list-style-type: none"> <li>• He or she teaches professionally.</li> </ul>
Student-6	<ul style="list-style-type: none"> <li>• He or she can speak English well and clearly.</li> <li>• He or she is friendly.</li> <li>• He or she gives feedback to students' homework or classroom tasks.</li> </ul>
Student-7	<ul style="list-style-type: none"> <li>• He or she provides new insight and knowledge.</li> <li>• He or she never gives lots of tasks.</li> </ul>
Student-8	<ul style="list-style-type: none"> <li>• He or she has good teaching method.</li> <li>• He or she is discipline and he or she does not make his or her students boring.</li> </ul>
Student-9	<ul style="list-style-type: none"> <li>• He or she is friendly.</li> <li>• He or she can maintain good interaction with students.</li> <li>• He or she can speak English fluently.</li> </ul>
Student-10	<ul style="list-style-type: none"> <li>• He or she does not focus on theory.</li> <li>• He or she is not monotone in teaching.</li> <li>• He or she frequently gives challenges in each material.</li> <li>• He or she is well informed.</li> </ul>
Student-11	<ul style="list-style-type: none"> <li>• He or she can motivate students to learn.</li> <li>• He or she has huge and comprehensive experience and knowledge.</li> <li>• He or she has sense of humor.</li> </ul>
Student-12	<ul style="list-style-type: none"> <li>• He or she is decisive.</li> <li>• He or she is discipline.</li> <li>• He or she tells his or her experience.</li> <li>• He or she talks about the material comprehensively.</li> <li>• He or she is not anger.</li> </ul>
Student-13	<ul style="list-style-type: none"> <li>• He or she can makes students enthusiastic.</li> <li>• He or she can be alive with his or her teaching not alive with his or her black board.</li> </ul>
Student-14	<ul style="list-style-type: none"> <li>• He or she explains the material interestingly.</li> <li>• He or she is friendly.</li> </ul>
Student-15	<ul style="list-style-type: none"> <li>• He or she can teach differently with others.</li> <li>• He or she is decisive in teaching but he or she has sense of humor.</li> <li>• He or she has outstanding experiences.</li> <li>• He or she does not force students.</li> </ul>
Student-16	<ul style="list-style-type: none"> <li>• He or she can teach well, either in the classroom setting or outside the classroom.</li> </ul>

#### *The Types of Motivating Topics*

As shown in table 2 that a wide variety of motivating topics given by students. The students hopefully that the topics in the classroom should be designed to meet the students' need. They gave responses to the questionnaire as follows: the topics about: countries where English is used as a means of communication; hot and new topics; daily activity; successful people; social-environment; lecturer's experience; city and life abroad; world, practical activities; word uses in English; and the topics which potentially improves the students' communicative competence in English.

Table 2. The Types of Motivating Topics

Student #	Description
Student-1	<ul style="list-style-type: none"> <li>• Topics related to word uses in English.</li> <li>• Topics related to communicative competence.</li> <li>• Topics related to practical activities in the classroom.</li> </ul>
Student-2	<ul style="list-style-type: none"> <li>• English grammar.</li> </ul>



Student-3	<ul style="list-style-type: none"> <li>• Social – environment topics.</li> </ul>
Student-4	<ul style="list-style-type: none"> <li>• Topics about world.</li> <li>• News about hot or historical issues.</li> </ul>
Student-5	<ul style="list-style-type: none"> <li>• Topics about cities abroad.</li> <li>• Telling the life abroad.</li> </ul>
Student-6	<ul style="list-style-type: none"> <li>• Topics about daily activities.</li> <li>• Topics about successful people in English.</li> </ul>
Student-7	<ul style="list-style-type: none"> <li>• Topics about new knowledge in English.</li> </ul>
Student-8	<ul style="list-style-type: none"> <li>• Topics about new knowledge in English.</li> </ul>
Student-9	<ul style="list-style-type: none"> <li>• Topics about daily activities.</li> </ul>
Student-10	<ul style="list-style-type: none"> <li>• Practical topics, not theoretical topics</li> <li>• Topics about daily activities.</li> <li>• Motivating topics.</li> <li>• It is not boring topics.</li> </ul>
Student-11	<ul style="list-style-type: none"> <li>• Topics about England or topics about countries in which English is their native language.</li> <li>• Topics about lecturers' experience abroad.</li> </ul>
Student-12	<ul style="list-style-type: none"> <li>• Topics about weather, because, I would like to feel the real weather abroad.</li> </ul>
Student-13	<ul style="list-style-type: none"> <li>• Reading topics, because we can get information through reading.</li> </ul>
Student-14	<ul style="list-style-type: none"> <li>• Listening skill, because we can train ourselves to understand what we listen to.</li> <li>• Topics about vocabulary.</li> </ul>
Student-15	<ul style="list-style-type: none"> <li>• Topics about English graduates, where they complete their study on time and pursue their study abroad.</li> <li>• Topics about English graduates who have good job.</li> </ul>
Student-16	<ul style="list-style-type: none"> <li>• Topics that I did not find at secondary schools.</li> </ul>

#### *The Types of Motivating Teaching Model*

Table 3 reveals the students' voice on the types of motivating teaching model employed by the teacher in the English classroom at the higher education level. They are: the teaching model potentially nurtures students' learning outcomes and involvement in the teaching – learning process with various activities, games, discussion, exercises, and so on.

Table 3. The Types of Motivating Teaching Model

Student #	Description
Student-1	<ul style="list-style-type: none"> <li>• The teaching model that can motivate students to learn and involve in the classroom activities.</li> </ul>
Student-2	<ul style="list-style-type: none"> <li>• The teaching model that can motivate students to learn.</li> </ul>
Student-3	<ul style="list-style-type: none"> <li>• Discussion model or question and answer session model.</li> </ul>
Student-4	<ul style="list-style-type: none"> <li>• Interesting and motivating model.</li> </ul>
Student-5	<ul style="list-style-type: none"> <li>• The teaching model that can provide some exercises.</li> </ul>
Student-6	<ul style="list-style-type: none"> <li>• Give some practical activities and if the students make mistakes, the teacher gives correction.</li> </ul>
Student-7	<ul style="list-style-type: none"> <li>• The teaching model with a wide variety of games.</li> <li>• The teaching model that can improve students' skill.</li> </ul>
Student-8	<ul style="list-style-type: none"> <li>• The teaching model with various games and quizzes.</li> </ul>
Student-9	<ul style="list-style-type: none"> <li>• Motivating model.</li> </ul>
Student-10	<ul style="list-style-type: none"> <li>• The teaching model that can maintain direct interaction between teacher and students, and students and students.</li> <li>• Discussion model.</li> <li>• Teaching model with minimal theory and maximal practice or</li> </ul>



	exercise.
Student-11	• The teaching model is not monotone.
Student-12	• Clear in presenting the topics in the classroom.
Student-13	• Enthusiastic teaching model.
Student-14	• Teaching model that can stimulate students to focus on the material.
Student-15	• Teaching model with games and group discussion.
Student-16	• Teaching model with various exercises.

#### *The Types of Motivating Classroom Management*

Table 4 presents the students' voice on the types of motivating classroom management. In teaching – learning process, classroom management is one of very important and it has vital role in enhancing students' English communicative competence.

Therefore, teachers, lecturers, and educational practitioners should design good classroom management. Most students hopefully that the classroom needs to be completed by learning aid facilities, AC, moderate rule, and importantly is the lecturer should design circle model "U" in other the lecturer can control the class and all students can participate or take role in every learning activities.

Table 4. The Types of Motivating Classroom Management

Student #	Description
Student-1	• The classroom with good facilities. It has air conditioner, good light, and so on.
Student-2	• It has circle model, where the students can maintain face to face interaction. The teacher explains the topics in the middle of the classroom. Through this model, the teacher can control all students and the students can participate in all activities designed to improve their English proficiency.
Student-3	• Chair position is well managed in other the students and teacher can maintain good relationship.
Student-4	• There is no awkward rule.
Student-5	• The most important thing is the number of students in the classroom (lots of students are bad).
Student-6	• The lecturer gives students freedom.
Student-7	• The classroom has clean and comfort room with some properties (book cupboard).
Student-8	• The classroom should be clean and comfort room.
Student-9	• Traditional room in which the teacher explains the lesson in front of the class.
Student-10	• The class has "U" form and all students can focus on the teacher's explanation.
Student-11	• The class is comfort room.
Student-12	• The classroom is facilitated with AC, water, and other facilities.
Student-13	• The classroom has small students.
Student-14	• The classroom should be clean and its' wall is clear.
Student-15	• The class has "U" form and all students can focus on the teacher's explanation.
Student-16	• The classroom is facilitated with AC, and other facilities.

#### *The Motivating Lecturer Characteristics*

Table 5 reveals various motivating lecturer characteristics. Those traits are: the lecturer should be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kin i-hearted, sense of smiling, relaxed, and easy going.



He or she is also very much hoped to motivate students to learn, maintain good interaction among students, motivate students to use English, explain material clearly, and he or she uses English during the teaching-learning process in the classroom setting, and therefore the students become enthusiastic to use English.

#### *An analysis of students' comments*

As previously presented dealing with the types of motivational teaching practices which cover the lecturer, topics, method, classroom management, and lecturer's traits, this study is in keeping with some pertinent ideas or studies which are closely related to this study.

As a manager and a facilitator in the classroom, the lecturer should be well prepared, decisive, friendly, intelligent, have sense of humor and joke, and professional. This is because a lecturer is one of primary influential factors in promoting students' learning outcomes. These findings are similar to previous research findings that revealed the importance of these lecturer's characteristics in higher education (e.g. Howeset *al.*, 1992; McEown and Takeuchi, 2014; Guilloteaux, 2013; Dornyei, 1994). In particular, VOSS and Gruber 2006) found that students want the lecturer in higher education to be expertise, approachability, communication skills, friendliness, enthusiasm, humor, and teaching methods. Thompson, *et al.*, in Weda (2015) reported in their research that there are twelve characteristics of a good or great teacher, those characteristics are: displaying fairness, having a positive outlook, being prepared, using personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students – center around the theme of caring.

To achieve the learning objectives, the lecturer needs to improve students' participation based on various interesting topics. In line with this, Stanley (1999) argued that as teachers encounter topics of interest from the fields of second language acquisition, linguistics, sociolinguistics, psychology, and pedagogy, they need a vehicle for exploring those topics so that they may continually grow and develop, both personally and professionally.

The classroom management is also very crucial in teaching – learning process. The class situation that managed by the teacher or lecturer should be free from some problems; like the large class, and the class usually happens in some developing countries, like Indonesia. Shamin in Nunan and Lamb (1996) pointed out that large classes are a fact of life for EFL teachers working in developing countries such as Pakistan, India, Sri Lanka, Indonesia, and Nigeria. In some of these places it is possible to come across classes comprising upward of 200 students.



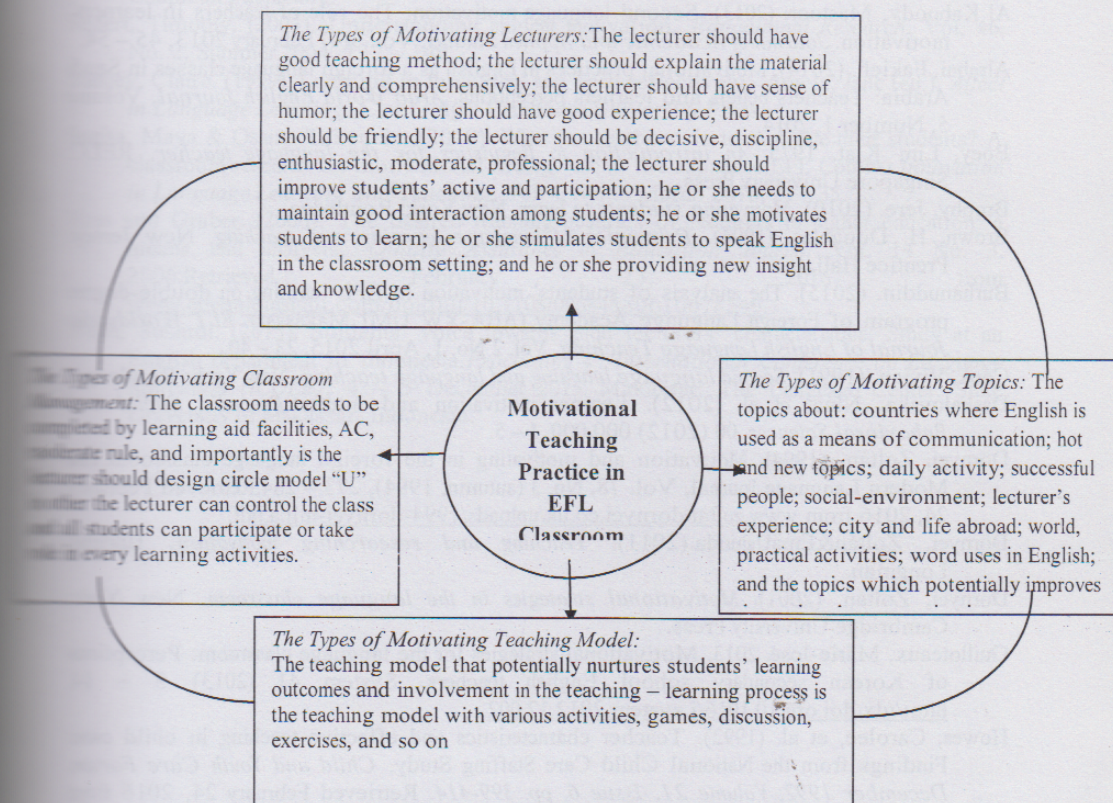


Chart 1. The Components of Motivational Teaching Practice in the EFL Classroom

The components of motivational teaching practice in the EFL classroom in Indonesia as students' perceptions are illustrated in chart 1 that the types of motivating lecturers, motivating topics, motivating teaching model, and motivating classroom management are interrelated components to promote students' learning outcome and involvement in the classroom setting.

## CONCLUSION AND SUGGESTION

This study is an endeavor to identify motivational teaching practices in Indonesia. This research therefore gives some conclusions as the answers to the proposed research questions as previously stated.

Firstly, the lecturer needs to have good teaching method, explain the material clearly, maintain good interaction among students, and he or she needs to have sense of humor, good experience, friendly, decisive but moderate, enthusiastic, and professional.

Secondly, the lecturer should be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, and easy going.

Lastly, I would like to point a pedagogical implication of the findings. Since there are lots of motivating teaching practices in the educational classroom context, which potentially improve students' learning outcome and participation, lecturers, teachers, educational



practitioners, and educational policy makers should provide those motivating teaching practices in all levels of teaching practices in English as a foreign language (EFL) in Indonesia.

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